



History, RE, Sociology and Politics

Program of Study: Key stage 3 to Key stage 5

Statement of Intent

The humanities department also strives to follow an engaging and relevant curriculum that allows students to thrive in the 21st century whilst realising the impact past events (historical, political, sociological and religious) have had on the present day and will have on our future.

The following are key elements of the History, RE, Sociology and Politics curriculum:

- A curriculum that provides a **sound chronological narrative or framework** in which events can be placed, studied and connected. This means sequencing topics in a sensible, chronological order and consistently creating opportunities to call-back to previous events/periods.
- A curriculum that develops a **progressive understanding of substantive concepts**, such as imperialism or democracy. This means identifying where in the curriculum these concepts are particularly present and drawing attention to them explicitly. This allows students to confidently call-back to earlier learning of each concept.
- A curriculum that supports **repeated practice of historical, religious, sociological and conceptual thinking, analysis and explanation**. This means making sure core concepts such as the critical use of evidence or analysis of historical, religious, sociological and political interpretations are a consistent feature of our curriculum. These are crucial life skills that will enable our students to make informed decisions throughout their lives.
- A curriculum that allows students to develop a sense of belonging as well as understanding of fundamental British Values.

History Programme of Study

Key Themes

Imperialism	Religion and the Church	Government	Persecution and Emancipation	War and Conflict
<p>The concept of Imperialism is identified across history. It is looked at in the year 7 curriculum with the end of the Roman Empire in England as well as Normanisation in both year 7 and year 10, Mughal India in year 7 and the British Empire in year 8. It is also looked at during studies of the Cold War at KS4 and 5. The concept of imperialism, helps student to understand the impact of colonialization and empire expansion on cultures and people.</p>	<p>The role religion has played in British History and in the countries, we look into in more detail. This includes the role of religion in the development of medicine since 1250. We also look at religion and religious changes from Anglo-Saxon and Norman England through to the Tudor and Stuart England. This is covered in year 7, 8 as well as year 10. The role Religion and the church in the Slave trade and its abolition, in Nazi Germany as well as key elements before, during and after the Holocaust.</p>	<p>The role of the government in society is a key element of history. We look at how government changes and the development of democracy in Britain and Germany as well as during the Cold War. We look at the nature and power of the government in Anglo-Saxon and Norman England as well as the Tudors and the developments of parliament and democracy from 1066 to 1918. The development of democracy in Britain is also studied in more depth at A level. The role of the government in the development of medicine, the economy, education, workplace, religious changes, Britain's relations with other countries and slavery are all studies throughout KS3, 4 and 5.</p>	<p>Students look at the persecution and emancipation of different groups of people across different historical periods. The students study slavery of black people as well as its abolition and the development of civil rights. The persecution of Jews is also looked at in more detail in year 8 and 9 in conjunction with RE lessons. Students will reflect on the importance of recognising how groups can come to be persecuted throughout history and the present day.</p>	<p>War and conflict and the impact on society in Britain and across the world is highlighted across the curriculum. Students will look at the causes and consequences of the two world wars in year 9 and 10 as well as conditions in the trenches of WWI and the Home Front of WWII. Medieval warfare in also part of the year 7 and 10 curriculum through an analysis of battles in 1066. We also look at the conflict of the Crusades. As war has been an impetus for change throughout history this concept is also considered during the study of medicine at KS4.</p>

Key Concepts

Cause and consequence	Historical evidence	Interpretations	Change and Continuity	Significance
<p>The examination of causes and consequences is threaded throughout the curriculum and is the key skills used in many of the KS3 assessments. The key questions for each topic are often related to cause and consequence. Students will investigate different short term and long term causes and consequences of key events such as the Norman Conquest, WWI and WWII. We also investigate reasons and effects of the rise of the Nazis, the expansion of the British Empire. The main skills of the GCSE paper 2 topic Superpower Relations and the Cold War is cause and consequence. This skills is also integral to KS5, students are regularly asked to explain the causes and consequences of industrialisation including the rise of protest and the development of the economic, social and political systems that still exist in Britain today.</p> <p>This skill is often taught and used in conjunction with the skills of significance. Students are expected to be bale to evaluate the relative importance of different causes and consequences of key events.</p>	<p>Historical evidence is used in different ways throughout the curriculum. Students are taught to make interpret and make inferences from historical evidence from the very start of year 7. This skill is then developed with evaluations of source utility which is developed in year 8 and 9 and consolidated in the GCSE topics of Germany and WWI. This skills is then developed further at KS5 in the Cold War topic.</p>	<p>Students learn how to identifying fact and opinion by reading historians' work. Students identify the main arguments they have been given by historians and recognise that historians do not always agree. Students will also explain how and why historians. Students at KS4 and 5 will also then evaluate how convincing the arguments given by different historians are.</p>	<p>Students evaluate change (the ideas of progress, regression / decline or continuity) by comparing points in the past with the present, or between two points in the past. Analysing and explaining the reasons for change and continuity /stability / stagnation over time involves considering:</p> <ul style="list-style-type: none"> Types/ diversity of change, e.g. political, economic, social; cultural, religious, technological. Speed/rate of change. Extent, variations/ patterns of change. Duration of change, e.g. long-term, short-lived change. Key moments / key individuals and turning points that triggered change. Level of change and its significance. How people experienced, promoted, shaped or resisted change 	<p>Students evaluate the relative importance of different factors throughout the curriculum and across a number of topics. Students are asked to consider criteria for deeming a factor or event important such as number of people affected, amount of change that occurs as a consequence, the longevity of consequences. Students look at the importance of different aspects of Normanisation, the significance of events in the Cold War both at KS4 and KS5 as well as significance different factors in the development of democracy in year 8 and Medicine in Britain since 1250 in year 10.</p>



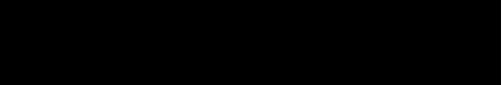
Key Stage 3

YEAR: 7

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Anglo-Saxon England:							Norman Conquest:							Medieval England:					The Crusades:					The Early Tudors:					Mughal India:									
Big Question: Should Anglo-Saxon England be known as the 'Dark Ages?'							Big Question: How did Normans establish control in England?							Big Question: How did society work in Medieval England?					Big Question: Why have there been such varied interpretations of Saladin?					Big Question: How did England change under the early Tudors?					Big Question: How did the Mughals conquer and control India									
Key Themes							Key Themes							Key Themes					Key Themes					Key Themes					Key Themes									
Key Concepts							Key Concepts							Key Concepts					Key Concepts					Key Concepts					Key Concepts									
Assessment Method: Formative and written							Assessment Method: Formative and written							Assessment Method: Formative and written					Assessment Method: Formative and written					Assessment Method: Formative and written					Assessment Method: Formative and written									




















YEAR: 8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Democracy though Time															The British Empire:					Industrialisation:					The Story of Black America:					The Holocaust								
Big Question: How did British democracy develop between 1066 and 1918?															Big Question: How was the world affected by the growth of the British Empire?					Big Question: Did the benefits of industrialisation outweigh the problems?					Big Question: How did the position of black people change in the USA?					Big Question:								
Key Themes															Key Themes					Key Themes					Key Themes					Key Themes								
Key Concepts															Key Concept					Key Concept					Key Concept					Key Concept								
Assessment Method: Formative and written															Assessment Method:					Assessment Method:					Assessment Method:					Assessment Method:								

Key themes			
			
Key Concepts			
			
Assessment Method:	Assessment Method:	Assessment Method:	Assessment Method: 

Key Stage 5

YEAR: 12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																											
TCH 1	Industrialisation and the People 1783-1812 Key questions – How and why did Britain change 1783-1815? What was the social, economic and political impact of these changes?																																																																	
																																																																		
																																																																		
TCH 2	The Cold War																																																																	
																																																																		
																																																																		
TCH3	NEA – formulating and researching independent enquiry																																																																	
	Assessment Method																																																																	
																																																																		

YEAR: 13

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
TCH 1	Industrialisation and the People 1783-1812																																							
	Key questions – How and why did Britain change 1812-1885?																																							
	What was the social, economic and political impact of these changes?																																							
	Assessment Method – practice exam questions / PPE, short answer knowledge tests																																							
TCH 2	Cold War																																							
	Assessment Method																																							
TCH 3	NEA																																							
	Assessment Method																																							